



O*NET OnLine

Details Report for: 21-1014.00 - Mental Health Counselors

Updated 2010

Bright Outlook

Counsel with emphasis on prevention. Work with individuals and groups to promote optimum mental health. May help individuals deal with addictions and substance abuse; family, parenting, and marital problems; suicide; stress management; problems with self-esteem; and issues associated with aging and mental and emotional health.

Sample of reported job titles: Therapist, Counselor, Correctional Counselor, Mental Health Therapist, Case Manager, Mental Health Specialist, Behavior Support Specialist (BSS), Mental Health Counselor, Mental Health Program Specialist, Child Care Counselor

View report:

Summary**Details****Custom**

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Tasks [Save Table \(XLS/CSV\)](#)

| Importance | Category | Task |
|------------|----------|---|
| 95 | Core | Maintain confidentiality of records relating to clients' treatment. |
| 93 | Core | Assess patients for risk of suicide attempts. |
| 92 | Core | Encourage clients to express their feelings and discuss what is happening in their lives, and help them to develop insight into themselves and their relationships. |
| 90 | Core | Collect information about clients through interviews, observation, and tests. |
| 89 | Core | Counsel clients and patients, individually and in group sessions, to assist in overcoming dependencies, adjusting to life, and making changes. |
| 87 | Core | Guide clients in the development of skills and strategies for dealing with their problems. |
| 85 | Core | Develop and implement treatment plans based on clinical experience and knowledge. |
| 84 | Core | Fill out and maintain client-related paperwork, including federal- and state-mandated forms, client diagnostic records, and progress notes. |
| 84 | Core | Prepare and maintain all required treatment records and reports. |
| 83 | Core | Evaluate clients' physical or mental condition based on review of client information. |
| 82 | Core | Collaborate with other staff members to perform clinical assessments and |

| | | |
|----|--------------|--|
| | | develop treatment plans. |
| 81 | Core | Refer patients, clients, or family members to community resources or to specialists as necessary. |
| 79 | Core | Act as client advocates to coordinate required services or to resolve emergency problems in crisis situations. |
| 79 | Core | Modify treatment activities and approaches as needed to comply with changes in clients' status. |
| 77 | Core | Counsel family members to assist them in understanding, dealing with, and supporting clients or patients. |
| 74 | Core | Evaluate the effectiveness of counseling programs and clients' progress in resolving identified problems and moving towards defined objectives. |
| 74 | Core | Discuss with individual patients their plans for life after leaving therapy. |
| 74 | Core | Meet with families, probation officers, police, and other interested parties to exchange necessary information during the treatment process. |
| 68 | Core | Plan, organize and lead structured programs of counseling, work, study, recreation and social activities for clients. |
| 68 | Core | Plan and conduct programs to prevent substance abuse or improve community health and counseling services. |
| 67 | Core | Monitor clients' use of medications. |
| 67 | Core | Learn about new developments in their field by reading professional literature, attending courses and seminars, and establishing and maintaining contact with other social service agencies. |
| 65 | Core | Gather information about community mental health needs and resources that could be used in conjunction with therapy. |
| 61 | Supplemental | Supervise other counselors, social service staff, assistants, and graduate students. |
| 48 | Supplemental | Coordinate and direct employee workshops, courses, and training about mental health issues. |

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Tools & Technology [Save Table \(XLS/CSV\)](#)

Tools used in this occupation:

Blood pressure cuff kits — Sphygmomanometers

Desktop computers

Electronic medical thermometers — Digital medical thermometers

Notebook computers

Personal computers

Scanners — Flatbed scanners

Technology used in this occupation:

Analytical or scientific software — Statistical software; Test interpretation software

Calendar and scheduling software — Scheduling software

Data base user interface and query software — Database software; Microsoft Access

Electronic mail software — Email software; Microsoft Outlook

Enterprise resource planning ERP software — Management information systems MIS software

Internet browser software — Microsoft Internet Explorer ²; Netscape Navigator; Web browser software

Medical software — Client information database systems; Patient electronic medical record EMR software

Office suite software — Microsoft Office software

Spreadsheet software — Microsoft Excel










Word processing software — Microsoft Word

* Software developed by a government agency and/or distributed as freeware or shareware.

[See all T2 categories and examples](#)

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Knowledge [Save Table \(XLS/CSV\)](#)

| Importance | Knowledge |
|--|--|
| 92  | Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders. |
| 91  | Therapy and Counseling — Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance. |
| 73  | Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction. |
| 73  | Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins. |
| 69  | English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. |
| 65  | Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects. |
| 53  | Philosophy and Theology — Knowledge of different philosophical systems and religions. This includes their basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture. |
| 50  | Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology. |
| 46  | Medicine and Dentistry — Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures. |

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services.

- 1 **Mechanical** — Knowledge of machines and tools, including their designs, uses, repair, and maintenance.
- 1 **Physics** — Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub-atomic structures and processes.
- 1 **Production and Processing** — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.
- 0 **Building and Construction** — Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads.
- 0 **Design** — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.
- 0 **Food Production** — Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.

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Skills [Save Table \(XLS/CSV\)](#)

| Importance | Skill |
|------------|---|
| 94 | Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. |
| 91 | Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do. |
| 85 | Service Orientation — Actively looking for ways to help people. |
| 85 | Speaking — Talking to others to convey information effectively. |
| 75 | Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action. |
| 72 | Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. |
| 72 | Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one. |
| 72 | Persuasion — Persuading others to change their minds or behavior. |
| 72 | Reading Comprehension — Understanding written sentences and paragraphs in work related documents. |
| 69 | Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions. |
| 69 | Writing — Communicating effectively in writing as appropriate for the needs of the audience. |
| 66 | Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things. |
| 63 | Active Learning — Understanding the implications of new information for both current |

and future problem-solving and decision-making.

- 63 **Coordination** — Adjusting actions in relation to others' actions.
- 63 **Negotiation** — Bringing others together and trying to reconcile differences.
- 63 **Operations Analysis** — Analyzing needs and product requirements to create a design.
- 63 **Science** — Using scientific rules and methods to solve problems.
- 60 **Instructing** — Teaching others how to do something.
- 60 **Systems Analysis** — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- 56 **Systems Evaluation** — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
- 50 **Management of Personnel Resources** — Motivating, developing, and directing people as they work, identifying the best people for the job.
- 50 **Time Management** — Managing one's own time and the time of others.
- 28 **Mathematics** — Using mathematics to solve problems.
- 25 **Management of Financial Resources** — Determining how money will be spent to get the work done, and accounting for these expenditures.
- 25 **Management of Material Resources** — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- 16 **Quality Control Analysis** — Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
- 13 **Operation Monitoring** — Watching gauges, dials, or other indicators to make sure a machine is working properly.
- 10 **Programming** — Writing computer programs for various purposes.
- 10 **Technology Design** — Generating or adapting equipment and technology to serve user needs.
- 0 **Equipment Maintenance** — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
- 0 **Equipment Selection** — Determining the kind of tools and equipment needed to do a job.
- 0 **Installation** — Installing equipment, machines, wiring, or programs to meet specifications.
- 0 **Operation and Control** — Controlling operations of equipment or systems.
- 0 **Repairing** — Repairing machines or systems using the needed tools.
- 0 **Troubleshooting** — Determining causes of operating errors and deciding what to do about it.

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Abilities [Save Table \(XLS/CSV\)](#)

| Importance | Ability |
|------------|--|
| 91 | Oral Expression — The ability to communicate information and ideas in speaking so |

others will understand.

- 88 **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- 85 **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- 85 **Speech Clarity** — The ability to speak clearly so others can understand you.
- 85 **Speech Recognition** — The ability to identify and understand the speech of another person.
- 81 **Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- 78 **Written Comprehension** — The ability to read and understand information and ideas presented in writing.
- 78 **Written Expression** — The ability to communicate information and ideas in writing so others will understand.
- 72 **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
- 72 **Fluency of Ideas** — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- 69 **Selective Attention** — The ability to concentrate on a task over a period of time without being distracted.
- 66 **Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- 63 **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- 63 **Originality** — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- 56 **Near Vision** — The ability to see details at close range (within a few feet of the observer).
- 50 **Flexibility of Closure** — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- 50 **Speed of Closure** — The ability to quickly make sense of, combine, and organize information into meaningful patterns.
- 47 **Perceptual Speed** — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
- 44 **Memorization** — The ability to remember information such as words, numbers, pictures, and procedures.
- 41 **Far Vision** — The ability to see details at a distance.
- 38 **Visualization** — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.
- 35 **Time Sharing** — The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).
- 31 **Auditory Attention** — The ability to focus on a single source of sound in the presence of other distracting sounds.

- 31 **Finger Dexterity** — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.
- 31 **Mathematical Reasoning** — The ability to choose the right mathematical methods or formulas to solve a problem.
- 28 **Number Facility** — The ability to add, subtract, multiply, or divide quickly and correctly.
- 25 **Hearing Sensitivity** — The ability to detect or tell the differences between sounds that vary in pitch and loudness.
- 22 **Visual Color Discrimination** — The ability to match or detect differences between colors, including shades of color and brightness.
- 19 **Explosive Strength** — The ability to use short bursts of muscle force to propel oneself (as in jumping or sprinting), or to throw an object.
- 19 **Reaction Time** — The ability to quickly respond (with the hand, finger, or foot) to a signal (sound, light, picture) when it appears.
- 19 **Static Strength** — The ability to exert maximum muscle force to lift, push, pull, or carry objects.
- 16 **Gross Body Coordination** — The ability to coordinate the movement of your arms, legs, and torso together when the whole body is in motion.
- 13 **Depth Perception** — The ability to judge which of several objects is closer or farther away from you, or to judge the distance between you and an object.
- 13 **Gross Body Equilibrium** — The ability to keep or regain your body balance or stay upright when in an unstable position.
- 13 **Response Orientation** — The ability to choose quickly between two or more movements in response to two or more different signals (lights, sounds, pictures). It includes the speed with which the correct response is started with the hand, foot, or other body part.
- 13 **Stamina** — The ability to exert yourself physically over long periods of time without getting winded or out of breath.
- 6 **Trunk Strength** — The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.
- 3 **Wrist-Finger Speed** — The ability to make fast, simple, repeated movements of the fingers, hands, and wrists.
- 0 **Arm-Hand Steadiness** — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.
- 0 **Control Precision** — The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.
- 0 **Dynamic Flexibility** — The ability to quickly and repeatedly bend, stretch, twist, or reach out with your body, arms, and/or legs.
- 0 **Dynamic Strength** — The ability to exert muscle force repeatedly or continuously over time. This involves muscular endurance and resistance to muscle fatigue.
- 0 **Extent Flexibility** — The ability to bend, stretch, twist, or reach with your body, arms, and/or legs.
- 0 **Glare Sensitivity** — The ability to see objects in the presence of glare or bright lighting.
- 0 **Manual Dexterity** — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.

- 0 **Multilimb Coordination** — The ability to coordinate two or more limbs (for example, two arms, two legs, or one leg and one arm) while sitting, standing, or lying down. It does not involve performing the activities while the whole body is in motion.
- 0 **Night Vision** — The ability to see under low light conditions.
- 0 **Peripheral Vision** — The ability to see objects or movement of objects to one's side when the eyes are looking ahead.
- 0 **Rate Control** — The ability to time your movements or the movement of a piece of equipment in anticipation of changes in the speed and/or direction of a moving object or scene.
- 0 **Sound Localization** — The ability to tell the direction from which a sound originated.
- 0 **Spatial Orientation** — The ability to know your location in relation to the environment or to know where other objects are in relation to you.
- 0 **Speed of Limb Movement** — The ability to quickly move the arms and legs.

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Work Activities [Save Table \(XLS/CSV\)](#)

| Importance | Work Activity |
|------------|--|
| 94 | Assisting and Caring for Others — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients. <ul style="list-style-type: none"> counsel individuals with personal problems empathize with others during counseling or related services work with persons with mental disabilities or illnesses |
| 90 | Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources. <ul style="list-style-type: none"> obtain information from individuals |
| 89 | Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time. <ul style="list-style-type: none"> relate to clients' socioeconomic conditions |
| 88 | Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form. <ul style="list-style-type: none"> record client's personal data |
| 87 | Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person. |
| 86 | Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems. |
| 81 | Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people. <ul style="list-style-type: none"> assess therapy needs of patients |
| 80 | Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events. <ul style="list-style-type: none"> recognize physical or emotional abuse |
| 79 | Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used. |

- 79 **Resolving Conflicts and Negotiating with Others** — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- 78 **Developing Objectives and Strategies** — Establishing long-range objectives and specifying the strategies and actions to achieve them.
- develop community programs
 - develop treatment plans
- 76 **Monitor Processes, Materials, or Surroundings** — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- monitor client progress
- 74 **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- plan therapy treatment program
- 73 **Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.
- follow confidentiality procedures
 - follow patient observation procedures
 - use behavior modification techniques
 - use conflict resolution techniques
 - use counseling techniques
 - use current social research
 - use grief counseling techniques
 - use interpersonal communication techniques
 - use intervention techniques
 - use interviewing procedures
- 71 **Analyzing Data or Information** — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- analyze psychological testing data
 - evaluate patient response to therapy
- 71 **Coaching and Developing Others** — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- 71 **Developing and Building Teams** — Encouraging and building mutual trust, respect, and cooperation among team members.
- 69 **Evaluating Information to Determine Compliance with Standards** — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- use agency mission as a guideline in social services delivery
- 69 **Thinking Creatively** — Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- 69 **Training and Teaching Others** — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- 68 **Communicating with Persons Outside Organization** — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
- 67 **Interacting With Computers** — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- 66 **Provide Consultation and Advice to Others** — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.

- advise clients in emergency situations
 - refer clients to community services or resources
- 62 **Coordinating the Work and Activities of Others** — Getting members of a group to work together to accomplish tasks.
- coordinate social service activities with resource providers
 - direct and coordinate activities of workers or staff
- 62 **Processing Information** — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- 60 **Guiding, Directing, and Motivating Subordinates** — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
- evaluate client progress against measurable recorded goals
- 59 **Performing Administrative Activities** — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.
- manage detailed case records in a social work setting
- 56 **Scheduling Work and Activities** — Scheduling events, programs, and activities, as well as the work of others.
- 54 **Performing for or Working Directly with the Public** — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- assist clients in understanding personal or interactive problems
- 46 **Selling or Influencing Others** — Convincing others to buy merchandise/goods or to otherwise change their minds or actions.
- 39 **Estimating the Quantifiable Characteristics of Products, Events, or Information** — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.
- 37 **Monitoring and Controlling Resources** — Monitoring and controlling resources and overseeing the spending of money.
- 34 **Performing General Physical Activities** — Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.
- 32 **Staffing Organizational Units** — Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.
- 30 **Inspecting Equipment, Structures, or Material** — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- 20 **Handling and Moving Objects** — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
- 20 **Operating Vehicles, Mechanized Devices, or Equipment** — Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as forklifts, passenger vehicles, aircraft, or water craft.
- 11 **Controlling Machines and Processes** — Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).
- 6 **Repairing and Maintaining Electronic Equipment** — Servicing, repairing, calibrating, regulating, fine-tuning, or testing machines, devices, and equipment that operate primarily on the basis of electrical or electronic (not mechanical) principles.
- 6 **Repairing and Maintaining Mechanical Equipment** — Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.

- 5 ■ **Drafting, Laying Out, and Specifying Technical Devices, Parts, and Equipment** — Providing documentation, detailed instructions, drawings, or specifications to tell others about how devices, parts, equipment, or structures are to be fabricated, constructed, assembled, modified, maintained, or used.

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Work Context [Save Table \(XLS/CSV\)](#)

| Context | Work Context |
|---------------|---|
| 99 ■■■■■■■■■■ | Face-to-Face Discussions — How often do you have to have face-to-face discussions with individuals or teams in this job? |
| 94 ■■■■■■■■■■ | Telephone — How often do you have telephone conversations in this job? |
| 93 ■■■■■■■■■■ | Indoors, Environmentally Controlled — How often does this job require working indoors in environmentally controlled conditions? |
| 91 ■■■■■■■■■■ | Frequency of Decision Making — How frequently is the worker required to make decisions that affect other people, the financial resources, and/or the image and reputation of the organization? |
| 89 ■■■■■■■■■■ | Contact With Others — How much does this job require the worker to be in contact with others (face-to-face, by telephone, or otherwise) in order to perform it? |
| 89 ■■■■■■■■■■ | Freedom to Make Decisions — How much decision making freedom, without supervision, does the job offer? |
| 87 ■■■■■■■■■■ | Work With Work Group or Team — How important is it to work with others in a group or team in this job? |
| 86 ■■■■■■■■■■ | Deal With External Customers — How important is it to work with external customers or the public in this job? |
| 84 ■■■■■■■■■■ | Coordinate or Lead Others — How important is it to coordinate or lead others in accomplishing work activities in this job? |
| 84 ■■■■■■■■■■ | Impact of Decisions on Co-workers or Company Results — How do the decisions an employee makes impact the results of co-workers, clients or the company? |
| 83 ■■■■■■■■■■ | Structured versus Unstructured Work — To what extent is this job structured for the worker, rather than allowing the worker to determine tasks, priorities, and goals? |
| 79 ■■■■■■■■■■ | Electronic Mail — How often do you use electronic mail in this job? |
| 78 ■■■■■■■■■■ | Spend Time Sitting — How much does this job require sitting? |
| 71 ■■■■■■■■■■ | Importance of Being Exact or Accurate — How important is being very exact or highly accurate in performing this job? |
| 70 ■■■■■■■■■■ | Time Pressure — How often does this job require the worker to meet strict deadlines? |
| 69 ■■■■■■■■■■ | Frequency of Conflict Situations — How often are there conflict situations the employee has to face in this job? |
| 66 ■■■■■■■■■■ | Deal With Unpleasant or Angry People — How frequently does the worker have to deal with unpleasant, angry, or discourteous individuals as part of the job requirements? |
| 63 ■■■■■■■■■■ | Letters and Memos — How often does the job require written letters and memos? |
| 58 ■■■■■■■■■■ | Consequence of Error — How serious would the result usually be if the worker made a mistake that was not readily correctable? |
| 58 ■■■■■■■■■■ | Importance of Repeating Same Tasks — How important is repeating the same |

physical activities (e.g., key entry) or mental activities (e.g., checking entries in a ledger) over and over, without stopping, to performing this job?

- 56 **Physical Proximity** — To what extent does this job require the worker to perform job tasks in close physical proximity to other people?
- 53 **Duration of Typical Work Week** — Number of hours typically worked in one week.
- 50 **Responsible for Others' Health and Safety** — How much responsibility is there for the health and safety of others in this job?
- 45 **Responsibility for Outcomes and Results** — How responsible is the worker for work outcomes and results of other workers?
- 43 **Deal With Physically Aggressive People** — How frequently does this job require the worker to deal with physical aggression of violent individuals?
- 38 **Level of Competition** — To what extent does this job require the worker to compete or to be aware of competitive pressures?
- 34 **Exposed to Disease or Infections** — How often does this job require exposure to disease/infections?
- 29 **Sounds, Noise Levels Are Distracting or Uncomfortable** — How often does this job require working exposed to sounds and noise levels that are distracting or uncomfortable?
- 28 **In an Enclosed Vehicle or Equipment** — How often does this job require working in a closed vehicle or equipment (e.g., car)?
- 27 **Spend Time Standing** — How much does this job require standing?
- 23 **Degree of Automation** — How automated is the job?
- 21 **Exposed to Contaminants** — How often does this job require working exposed to contaminants (such as pollutants, gases, dust or odors)?
- 19 **Spend Time Walking and Running** — How much does this job require walking and running?
- 18 **Public Speaking** — How often do you have to perform public speaking in this job?
- 18 **Spend Time Making Repetitive Motions** — How much does this job require making repetitive motions?
- 14 **Wear Common Protective or Safety Equipment such as Safety Shoes, Glasses, Gloves, Hearing Protection, Hard Hats, or Life Jackets** — How much does this job require wearing common protective or safety equipment such as safety shoes, glasses, gloves, hard hats or life jackets?
- 13 **Cramped Work Space, Awkward Positions** — How often does this job require working in cramped work spaces that requires getting into awkward positions?
- 13 **Outdoors, Exposed to Weather** — How often does this job require working outdoors, exposed to all weather conditions?
- 12 **Spend Time Using Your Hands to Handle, Control, or Feel Objects, Tools, or Controls** — How much does this job require using your hands to handle, control, or feel objects, tools or controls?
- 10 **Indoors, Not Environmentally Controlled** — How often does this job require working indoors in non-controlled environmental conditions (e.g., warehouse without heat)?
- 8 **Pace Determined by Speed of Equipment** — How important is it to this job that the pace is determined by the speed of equipment or machinery? (This does not refer to keeping busy at all times on this job.)
- 8 **Very Hot or Cold Temperatures** — How often does this job require working in very hot (above 90 F degrees) or very cold (below 32 F degrees) temperatures?

- 6 ■ **Extremely Bright or Inadequate Lighting** — How often does this job require working in extremely bright or inadequate lighting conditions?
- 6 ■ **Spend Time Bending or Twisting the Body** — How much does this job require bending or twisting your body?
- 6 ■ **Work Schedules** — How regular are the work schedules for this job?
- 5 ■ **Exposed to Minor Burns, Cuts, Bites, or Stings** — How often does this job require exposure to minor burns, cuts, bites, or stings?
- 4 ■ **Exposed to Whole Body Vibration** — How often does this job require exposure to whole body vibration (e.g., operate a jackhammer)?
- 2 ■ **Exposed to Hazardous Conditions** — How often does this job require exposure to hazardous conditions?
- 2 ■ **Spend Time Kneeling, Crouching, Stooping, or Crawling** — How much does this job require kneeling, crouching, stooping or crawling?
- 2 ■ **Wear Specialized Protective or Safety Equipment such as Breathing Apparatus, Safety Harness, Full Protection Suits, or Radiation Protection** — How much does this job require wearing specialized protective or safety equipment such as breathing apparatus, safety harness, full protection suits, or radiation protection?
- 1 ■ **Outdoors, Under Cover** — How often does this job require working outdoors, under cover (e.g., structure with roof but no walls)?
- 1 ■ **Spend Time Climbing Ladders, Scaffolds, or Poles** — How much does this job require climbing ladders, scaffolds, or poles?
- 1 ■ **Spend Time Keeping or Regaining Balance** — How much does this job require keeping or regaining your balance?
- 0 ■ **Exposed to Hazardous Equipment** — How often does this job require exposure to hazardous equipment?
- 0 ■ **Exposed to High Places** — How often does this job require exposure to high places?
- 0 ■ **Exposed to Radiation** — How often does this job require exposure to radiation?
- 0 ■ **In an Open Vehicle or Equipment** — How often does this job require working in an open vehicle or equipment (e.g., tractor)?

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Job Zone [Save Table \(XLS/CSV\)](#)

Title Job Zone Five: Extensive Preparation Needed

Education Most of these occupations require graduate school. For example, they may require a master's degree, and some require a Ph.D., M.D., or J.D. (law degree).

Related Experience Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience. For example, surgeons must complete four years of college and an additional five to seven years of specialized medical training to be able to do their job.

Job Training Employees may need some on-the-job training, but most of these occupations assume that the person will already have the required skills, knowledge, work-related experience, and/or training.


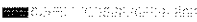

Job Zone Examples These occupations often involve coordinating, training, supervising, or managing the activities of others to accomplish goals. Very advanced communication and organizational skills are required. Examples include librarians, lawyers, aerospace

engineers, wildlife biologists, school psychologists, surgeons, treasurers, and controllers.

SVP Range (8.0 and above)







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Education

| Percentage of Respondents | Education Level Required |
|--|--------------------------|
| 76  | Master's degree |
| 13  | Some college, no degree |
| 6  | Bachelor's degree |



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Interests [Save Table \(XLS/CSV\)](#)

| Occupational Interest | Interest |
|--|---|
| 100  | Social — Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others. |
| 61  | Investigative — Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally. |
| 50  | Artistic — Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules. |
| 22  | Conventional — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow. |
| 22  | Enterprising — Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business. |
| 6  | Realistic — Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others. |

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Work Styles [Save Table \(XLS/CSV\)](#)

| Importance | Work Style |
|--|--|
| 97  | Self Control — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations. |
| 96  | Concern for Others — Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job. |

- 94 **Dependability** — Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- 92 **Stress Tolerance** — Job requires accepting criticism and dealing calmly and effectively with high stress situations.
- 91 **Social Orientation** — Job requires preferring to work with others rather than alone, and being personally connected with others on the job.
- 88 **Adaptability/Flexibility** — Job requires being open to change (positive or negative) and to considerable variety in the workplace.
- 88 **Integrity** — Job requires being honest and ethical.
- 84 **Cooperation** — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- 83 **Attention to Detail** — Job requires being careful about detail and thorough in completing work tasks.
- 78 **Achievement/Effort** — Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.
- 78 **Independence** — Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
- 78 **Persistence** — Job requires persistence in the face of obstacles.
- 76 **Analytical Thinking** — Job requires analyzing information and using logic to address work-related issues and problems.
- 76 **Initiative** — Job requires a willingness to take on responsibilities and challenges.
- 68 **Leadership** — Job requires a willingness to lead, take charge, and offer opinions and direction.
- 64 **Innovation** — Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.

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Work Values [Save Table \(XLS/CSV\)](#)

| Extent | Work Value |
|--------|---|
| 89 | Relationships — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service. |
| 72 | Achievement — Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment. Corresponding needs are Ability Utilization and Achievement. |
| 72 | Independence — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy. |
| 61 | Recognition — Occupations that satisfy this work value offer advancement, potential for leadership, and are often considered prestigious. Corresponding needs are Advancement, Authority, Recognition and Social Status. |
| 53 | Working Conditions — Occupations that satisfy this work value offer job security and good working conditions. Corresponding needs are Activity, Compensation, Independence, Security, Variety and Working Conditions. |
| 33 | Support — Occupations that satisfy this work value offer supportive management that |

stands behind employees. Corresponding needs are Company Policies, Supervision: Human Relations and Supervision: Technical.

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Related Occupations [Save Table \(XLS/CSV\)](#)

21-1021.00 [Child, Family, and School Social](#)
 21-1093.00 [Social and Human Service Assistants](#)
 29-1122.00 [Occupational Therapists](#)
 29-1123.00 [Physical Therapists](#)
 29-1125.00 [Recreational Therapists](#)
 39-9041.00 [Residential Advisors](#)

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Wages & Employment Trends

National

Median wages (2009) \$18.28 hourly, \$38,010 annual
Employment (2008) 113,000 employees
Projected growth (2008-2018) ■■■■ Much faster than average (20% or higher)
Projected job openings (2008-2018) 50,100
Top industries (2008) [Health Care and Social Assistance](#) (78% employed in this sector)
[Government](#) (12%)
 (see all industries)

State & National

Select a State 



Source: Bureau of Labor Statistics [2009 wage data](#) and [2008-2018 employment projections](#). "Projected growth" represents the estimated change in total employment over the projections period (2008-2018). "Projected job openings" represent openings due to growth and replacement.

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Sources of Additional Information

Disclaimer: Sources are listed to provide additional information on related jobs, specialties, and/or industries. Links to non-DOL Internet sites are provided for your convenience and do not constitute an endorsement.

- [Counselors](#). Bureau of Labor Statistics, U.S. Department of Labor. *Occupational Outlook Handbook, 2010-11 Edition*.

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Send comments or questions to [O*NET Info \(onet@onetcenter.org\)](mailto:onet@onetcenter.org).